

DRAFT CURRICULUM

IN THE SUBJECT OF

HEALTH & PHYSICAL
EDUCATION

FOR CLASSES
(XI-XII)

Developed By

Directorate of Curriculum & Teacher Education NWFP,
ABBOTTABAD
April, 2003

DRAFT CURRICULUM

IN THE SUBJECT OF

HEALTH & PHYSICAL EDUCATION

**FOR CLASSES
(XI-XII)**

Developed By

Directorate of Curriculum & Teacher Education NWFP,
ABBOTTABAD
April, 2003

LIST OF CONTENTS

S. No	Contents	Page No.
1	Preface	1
2	Introduction	2
3	Objectives	3
4	Course out lines	5
5	Practical for XI-XII	7
6	Instructions for text book writers	10
7	Teacher gude and teacher training	11
8	Evaluation of students	11
9	Instructions for examiners	12

PREFACE

A nation without means of reforms is a nation without means of survival. The best course to make reforms is always remain in education. The Federal Govt of Pakistan feels the need of modifying, revising and making abreast of time the curricula across the levels and subjects (I-XII). Form now in consonance of National Education Policy (1998-2010) already pure sciences, social sciences and languages curricula in two phases i.e 2002 AD and 2001 AD respectively have been designed and developed in collaboration with all 4 Curriculum Bureaux accordingly. This is the 3rd phase - 29 subjects yet 61 level is in operation.

The NWFP Curriculum & Teacher Education Directorate under the auspices of the Secretary School & Literacy Department and certainly in collaboration with Federal Ministry of Education, Curriculum Wing, Islamabad has convened various Provincial Draft Curriculum Development Committees meetings comprising working teachers, Subject Specialists, University/College teachers and Curriculum Developers to prepare the document in selected disciplines as per availability of financial assistance.

The curriculum development has always been remain continuous process. Indeed, to accomplish this titanic task one needs immense commitment, stout vigour and profound professional insight. Special gratitude to Almighty Allah that such head & heart qualities were found among the members of the committees and others engaged in the process.

We don't claim that this work is complete in all respect. However, the Ministry can ameliorate it through the modicum efforts of NCDC. Before going to depart I must like to appreciate to both committee members and all subject specialists plus officials for fulfilling the task despite the snags and limitation.

Umar Farooq
Director
Curriculum & Teacher Education
NWFP, Abbottabad

INTRODUCTION

We live in a world of change. To day, traditions are being questioned, professional expertise, teacher appointment and even knowledge can no longer be assumed. Each advocate has to present his credentials anew, children are asking more enlightened questions, and are concerned with finding answers than merely a acknowledging that problems exist. For contemporary education this has become the age of the problem solver. Teachers are still a little confused as to the direction in which educational priorities must go, parents are still a little confused as to the amount of support and functional input expected from them, children are still a little confused as to how much of current society they must retain and how much change they must retain and how much change they must bring about.

Keeping into view such types of challenging conditions , government has decided to revise the curriculum of physical education with the object of (a) making physical education relevant to the nation's changing socio-economic needs (b) integration of physical education with other disciplines (c) making this subject more practical.

Accordingly, the scheme of studies for different classes are under consideration that necessary changes may be made. The aim is learning of skills and encouragement of observation practical productive work and creative expression.

OBJECTIVES:

Following are the objectives of the course:

Study of the course and learning experiences arranged by physical education teacher will enable the students to:

- Know upto date information about physical education.
- Highlight the importance of physical fitness.
- Develop capacity for intelligent self-direction.
- Develop sense of responsibility for protecting the health of others.
- Make physical education integral part of the life.
- Encourage talented students in sports.
- Promote healthy relations with others.
- Appreciate nature.
- Know about history of physical education.
- Discuss values of sports.
- Describe rules of volleyball, hand ball, cricket and hockey.
- Explain growth stage of students and their needs.
- Identify different sports equipments.
- Follow the direction laid by ethics.
- Discuss the role of computer in physical education.
- Develop scientific outlook.
- Remain loyal and prepare for sacrifice for cause of fellow beings.
- Participation in competition organized by sports authorities.
- Apply principle of sports to the solution of daily problem.
- Share experiences with others.
- Appropriate both theory and practice in subject of sports.

- Develop an habit of hard work.
- Think logically and to draw valid conclusion from different conditions.
- Take an active part in all types of sports activities.
- To develop skills.
- Give confidence.
- To prepare the students to face emergency with confidence
- To impart elementary knowledge to look after the patients.
- To create an interest in nursing.

PHYSICAL EDUCATION (XI-XII)

1. Historical perspective of physical education:

- * History of physical education.
- * Non Muslim contribution to physical education.
- * Muslim contribution to physical education.

2. Values of sports:

- * Concept of play
- * Play and personality
- * Globalisation of sports values

3. Continuity of movement

- * Individual movement
- * With-Co-ordinator
- * In group situation.

4. Brief history and rules of the following:

- * Volleyball and hand ball
- * Cricket and hockey
- * Basket ball and kabbadi
- * Badminton and table tennis,

5. Leadership:

- * Concept of leadership in sports
- * Team spirit
- * Qualities of good leader

6. Educational Gymnastic and recreation:

- * Our school and gymnastic
- * Meaning of recreation
- * Effects of recreation on the health of the students.

7. Health Education:

- * Health Education, its importance
- * Public health problem
- * Air and ventilation
- * Prevention of communication diseases
- * Drinks: Tea, Coffee, Squash, Lassi etc.

8. Student growth and sports:

- * Definition of growth
- * Principles of growth
- * Role of sports in growth system of the students.

9. Sports Equipment:

- * Need of sports equipment
- * Supply of sport equipment
- * Maintenance and record of equipment

10. Ethics in Sports:

- * Responsibility toward team
- * Acceptance of result of the game
- * Code of ethics for sportsmanship

11. Computer in Sports:

- * Computer as a modern innovation.
- * How does computer function.
- * Role of computer and organisation of sports

PRACTICAL FOR XI-XII

1. Games for boys:

- Foot ball
- Hockey
- Cricket
- Volleyball

2. Games for girls:

- Volleyball
- Badminton
- Table tennis
- Net ball

3. Athletics:

- Races- 100 m race, relay race, hardles race
- Jumps- long jump, high jump
- Throws: 1. Shot put, Javelin for boys
2. Discuss throw javelin for girls

4. C.C. Activities:

1. Civil Defence - Aims and objectives, safety guidelines.
2. First aid - Prepare to face emergency.
3. Nursing - To impart elementary knowledge to look after the patients.

5. Recreational Activities:

Study tour, hiking, musical programme and luddy

6. Gymnastic:

Forward roll, backward roll
Hand and head standing
Through vount, Astride vount

Practical for XI-XII

1. Preparation of practical note book:

- | | | | |
|--------------|------------------|--------------|---------------|
| a. Foot Ball | b. Hockey | c. Cricket | d. Volleyball |
| e. Badminton | f. Table Tannins | g. Net Ball. | |

2. Massage:

- | | | |
|-------------|------------|-------------|
| a. Stroking | b. Shaking | c. Friction |
|-------------|------------|-------------|

3. Game and equipment:

Oral question about foot ball, Badminton, Table Tanniss, Volley Ball, Cricket, Net Ball.

4. Athletics:

100 Meter Race, Long Jump, Relay Races, Shot Put, High Jump, Hardles Race.

5. Basic information about Civil Defence, First Aid, Nursing, Senior Guide/Scout and Social Welfare Programme.

6. Small Area Games:

e.g Different kind of games with Ball Different kinds of games with Handkerchief.

7. Recreational Activities:

Such as, Hiking, Mountaineering, Luddy, Musical Programme.

8. Safety Guideline during emergency situation:

- a. Thinking about fire safety.
- b. Earth quack drill.
- c. Flood what to do after and before flood.

9. First Aid about snake bite and dog bite.

10. Gymnastic:

- i. Front Roll.
- ii. Back Roll.
- iii. Hand spring.
- iv. Head stand.
- v. Hand stand.

Instruction for text book writers.

Textbook writers may be requested to follow the following suggestions of curriculum committee:

- ✧ Textbook must have 120 to 140 pages and should be standard format.
- ✧ It must include all factual information.
- ✧ Subject matter may be selected in accordance with objectives of the course.
- ✧ Knowledge level of the students may be given due consideration.
- ✧ Contents may be in logical order.
- ✧ Events may be given chronological order.
- ✧ Pictures, diagram may be given at the relevant parts of the book.
- ✧ Each unit may be in accordance with the specific objectives of that unit.
- ✧ Exercises may be given at the end of each unit.
- ✧ References may be listed at the end of textbook.

Teacher guide and teacher training

Teachers can play their role effectively when they are given guideline. It is fact that the use of teacher guides have enhanced the quality of teacher work and it has resulted in better results on the parts of the students. Therefore educationist in relevant field may be contacted to prepare guidebook for teaching of this subject.

These guides may be provided to all the teacher training institution for professional training of teachers.

Evaluation of students:

There must be two parts of the examination one theoretical and other will practical:

Theory.....	60 % Marks
Practical.....	40 % Marks

Theory examination may include both essay type items and objective types item.

Instruction for examiners

- Paper setter may be appointed having relevant equations and field experience. It is generally observed that paper setter are appointed who are totally relevant to the particular field some time they have the relevant qualifications but lack of practical teaching experience of the subject in classroom. Then there is possibility of violating examination rules.
- Paper may be set within limits of the course.
- Difficult terms may be avoided.
- Each chapter may be given due consideration and weightage while selecting questions.
- Objectively and neutrality may be followed.